

# CHAPTER I

## INTRODUCTION

This chapter describes the research in general, which embodies the background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

### 1.1 Background of the Study

In our rapidly evolving world, language plays a vital role in communication and personal development. Education, as outlined in Undang-Undang Nomor 20 Tahun 2001, is a deliberate effort to help students realize their potential through teaching and learning activities. Educators bear the responsibility of designing an active learning environment that fosters direct interaction, enabling students to comprehend, internalize, and apply acquired knowledge to themselves, others, and their surroundings.

The Merdeka Belajar Curriculum, as stated in Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022, emphasizes student-centered learning. This approach allows students to have the freedom to learn according to their unique characteristics and abilities. Recognizing that students naturally possess diverse mindsets, characters, and aptitudes, student-centered learning positions teachers as facilitators who employ various strategies, learning resources, and media to actively and optimally engage students.

In accordance with Indonesian learning system regulations, teachers are expected to create an environment that encourages students to explore learning

materials extensively. Acting as facilitators, teachers guide students on what to explore and provide opportunities for them to present their findings and share them with their peers. This emphasizes the importance of student engagement as a fundamental indicator of effective learning processes. In addition to formal education, it is equally important for non-formal education to align with the principles mentioned above. Non-formal education refers to learning activities that take place outside the traditional school setting. Non-formal education institutions, such as Lembaga Bahasa (LB) LIA, should align with the principles mentioned earlier. Language and communication are vital in personal development, and LB LIA must provide opportunities for learners to enhance their language skills and engage with others meaningfully. Following the goals of Undang-Undang Nomor 20 Tahun 2001, LB LIA should focus on realizing learners' potential through active engagement. Teachers and facilitators should design learner-centered programs that cater to individual characteristics and abilities. LB LIA fosters nine core elements (LIA NiCE) LB LIA, one of them is flipped learning. Students are encouraged to be independent through the flipped learning method, which requires them to be proactive in the learning process. This method allows them to assess their own learning progress (through feedback received after engaging with flipped materials) and understand what aspects of their learning approach need improvement to achieve more optimal results. By fostering dialogue, collaboration, and critical thinking, LB LIA empowers learners to apply language skills effectively in various contexts. In this model, the traditional concept of in-class lectures followed by homework assignments is reversed. Instead, students are provided with instructional materials, such as video lectures or readings, to review before coming

to the classroom. Here's how the flipped learning model works in the LIA classroom:

1. Before face-to-face session

Before the class session, students are given access to learning materials called flipped materials, which could include videos, readings, or online resources. They are expected to review these materials at their own pace, typically outside of the classroom.

2. During face-to-face session

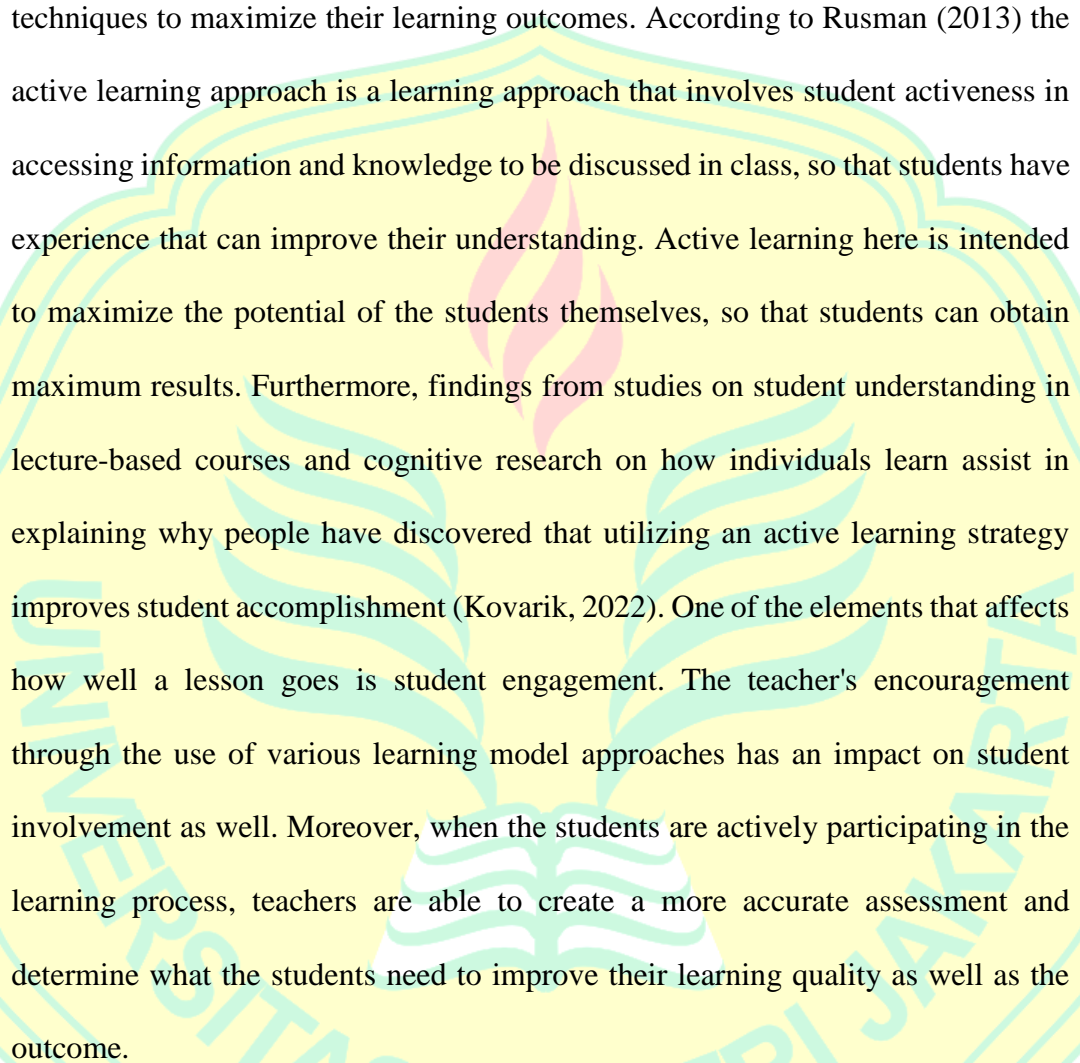
During the actual class time, the focus shifts from traditional lectures to interactive activities. This can involve group discussions, problem-solving exercises, collaborative projects, and hands-on applications of the concepts learned in the pre-session materials.

3. Extension

The extension learning stage is a crucial part of the educational process where students are encouraged to explore topics beyond the core curriculum, delve deeper into their interests, and personalize their learning experience. This stage allows students to expand their knowledge, engage with real-world applications, and develop a deeper understanding of the subject matter.

In summary, LB LIA, as a non-formal education institution, plays a crucial role in maximizing potential and facilitating active language learning participation.

In discussing student engagement, active learning should be brought into discussion. When students are engaged in their learning process, they are more likely to actively participate and take an active role in studying. Engaged students

The image features a large, semi-transparent watermark of the Universitas Negeri Jakarta logo in the background. The logo is a shield-shaped emblem with a yellow center, a green border, and a pink flame-like element at the top. The text 'UNIVERSITAS NEGERI JAKARTA' is written across the shield in a stylized font.

are motivated, curious, and interested in the subject matter, which drives them to seek out additional resources, participate in group discussions, and pursue deeper understanding. Student engagement encourages the adoption of active study techniques to maximize their learning outcomes. According to Rusman (2013) the active learning approach is a learning approach that involves student activeness in accessing information and knowledge to be discussed in class, so that students have experience that can improve their understanding. Active learning here is intended to maximize the potential of the students themselves, so that students can obtain maximum results. Furthermore, findings from studies on student understanding in lecture-based courses and cognitive research on how individuals learn assist in explaining why people have discovered that utilizing an active learning strategy improves student accomplishment (Kovarik, 2022). One of the elements that affects how well a lesson goes is student engagement. The teacher's encouragement through the use of various learning model approaches has an impact on student involvement as well. Moreover, when the students are actively participating in the learning process, teachers are able to create a more accurate assessment and determine what the students need to improve their learning quality as well as the outcome.

As English language learning has become an essential skill in today's globalized world, adult learners in non-formal education settings often face unique challenges, including limited time availability, diverse learning needs, and varying levels of language proficiency. While traditional instructional approaches have been widely employed, they may not fully capitalize on the potential for engagement and interactive learning experiences. Thus, there is a need to explore

innovative pedagogical strategies that can effectively foster student engagement in English language learning.

Within the realm of English language education for adult learners in non-formal education, the flipped learning model presents a promising approach. The flipped learning model involves a restructuring of the traditional classroom paradigm, where learners engage with instructional content outside of class, enabling more interactive and collaborative activities during face-to-face sessions. Although the flipped learning model has gained attention in various educational contexts, its specific application and impact on adult learners in non-formal education settings, particularly in the domain of English language instruction, remain relatively unexplored.

Yang et al. (2019) explained that a flipped classroom is a type of blended learning that reverses traditional pedagogical practice by requiring students to preview instructional content (often online) at home and moving experiential or hands-on activities that are usually done outside of the classroom into the classroom. Time and space constraints in class do not limit this learning model because content delivery is mainly done outside of the classroom. More time can be spent in class on higher-order thinking guided by the teacher through various collaborative activities. Thus, this teaching model is usually applied at a tertiary level of education. Furthermore, flipped teaching also allows more classroom time for group discussion and clarifications that can enhance the application of previously learned knowledge (Teng, 2017). In the Indonesian context, flipped classrooms also stimulated students' higher-order thinking skills (creating,

evaluating, and analyzing) while engaging in activities conducted in class (Riza & Setyarini, 2020).

While there is a growing body of research on the effectiveness of the flipped learning model in various educational settings, there exists a notable research gap in understanding the unique dynamics of this model in non-formal adult English language education. This gap is particularly evident in the lack of studies that investigate how flipped learning strategies can effectively engage and support adult learners in informal language learning environments.

To sum up, the field of language education has witnessed significant advancements in recent years, with a particular focus on enhancing student engagement and improving learning outcomes. In the context of English language instruction for adults in non-formal education settings, the challenge of fostering active participation and sustained interest among learners remains a critical concern. To address this issue, the present study aims to explore the effectiveness of the flipped learning model in developing student engagement in learning English.

Based on exposure to the background, the problems identified are as follows:

1. Traditional instructional approaches in English language instruction for adults in non-formal education settings may not effectively develop student engagement and sustain interest in learning.
2. There is a need for innovative pedagogical strategies to address the challenge of student engagement in this context.
3. The flipped learning model has shown promise in various educational contexts but has not been extensively studied in the

specific context of adult English language learners in non-formal education.

4. The effectiveness of the flipped learning model in developing student engagement in learning English among adult learners in non-formal education settings remains relatively unexplored.

Therefore, the research problem is to investigate the effectiveness of the flipped learning model in developing student engagement in learning English among adult learners in non-formal education settings in **“The Use of Flipped Learning Model to Develop Student Engagement in Learning English: A Case Study of General English for Adults in LB LIA Pramuka.”**

### **1.2 Research Question**

The main purpose of this case study is to investigate the use of the flipped learning model to develop student engagement in learning English among adult learners in a non-formal education setting. Moreover, as the lack of understanding about the impact of flipped learning on adult learners in non-formal English language education settings exist, further research needs to be done. Based on that, the research questions guiding this study include:

1. How does the flipped learning model impact student engagement in learning English among adult learners in non-formal education?
2. What are the challenges and opportunities associated with implementing the flipped learning model in the context of non-formal English language education for adults?

These research questions specifically address the main purpose of the study, focusing on the impact of the flipped learning model on student engagement, the perceptions and experiences of adult learners, and the associated benefits and challenges in the context of English language learning in a non-formal education setting.

### **1.3 Purposes of the Study**

The main objective of this research is to use the flipped classroom learning model to encourage student engagement in educational activities.

1. To investigate the impact of the flipped learning model on student engagement in learning English among adult learners in non-formal education.
2. To investigate the challenges and opportunities associated with implementing the flipped learning model in the context of non-formal English language education for adults.

### **1.4 The scope of the Study**

The discussion of this study covers the analysis of the use of flipped learning model to develop student engagement for adult English learners. According to the research conducted by Akçayr and Akçayr (2018), the flipped model of instruction produces effective academic results. The majority of analyzed research reported that the flipped paradigm promotes gains in student learning performance. Researchers have also noted a variety of benefits of this paradigm, which is encouraging (examples include improved learning motivation and students' positive attitudes). The research investigated the impact of the flipped learning model on



student engagement specifically in the context of English language learning. The study may involve collecting data from participants, namely, interviews, and observation of learning activities. The research primarily analyzed the effects of the flipped learning approach on student engagement levels and language learning outcomes.

### **1.5 Significance of the Study**

The objectives of this study are to extend positive contributions that are divided into two categories: theoretical significance and practical significance.

#### **1.5.1 Theoretical Significance**

This research is intended to advance knowledge and serve as a theoretical guide for formulating an active learning strategy. The growth of student participation in a Flipped Classroom in an English as a Foreign Language (EFL) classroom is the subject of this recent type of research. Moreover, the research will contribute to the theoretical understanding of the impact, mechanisms, and challenges associated with implementing the flipped learning model in non-formal English language education for adult learners, providing valuable insights to the existing body of knowledge in the field.

#### **1.5.2 Practical Significance**

The research results are expected to provide the following practical benefits:

1. Benefits for Researchers

In the wake of the epidemic, both nationally and internationally, English learning models are being developed, and this research is meant to serve as input and reference material. In addition, this study describes in depth the stages of the process of building an active learning environment based on the needs of students and lecturers. So that later, new researchers can implement this learning model in a wider educational context and develop this learning model from before.

## 2. Benefits for Students

Through flipped learning model, these students can improve their English performance in class through showing positive attitudes and activeness during learning in hope that later on students can showcase their speaking skill in their daily conversation as well.

### 3. Benefits for Teachers

The research on the flipped learning model in non-formal English language education for adult learners provides significant benefits for teachers. It offers evidence-based insights and strategies that enhance instructional effectiveness, promote personalized instruction, foster student-centered learning, improve assessment and feedback practices, and contribute to teachers' professional growth and development. By engaging with this research, teachers can improve their instructional skills, create engaging learning experiences, and ultimately facilitate positive learning outcomes for adult learners in non-formal education settings.

